

2013年陕西省普通高等教育 专升本招生考试说明

陕西省招生委员会办公室 编



西北大学出版社

2013 年陕西省普通高等教育 专升本招生考试说明

大学英语 高等数学 大学语文

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前 言

陕西省普通高等教育专升本招生考试是优秀专科生升入本科学习的选拔性考试(简称专升本)。实行“专升本”考试,有利于调动学生学习的积极性,促进专科教育的发展,提高专科层次的教育教学质量。

这是一项牵涉面很广,政策性极强的工作。为了加强对“专升本”考试的管理,省招生委员会办公室对“专升本”招生考试的报考对象提出了严格的资格审查要求。同时,鉴于近年来我省普通高校专科层次招生数量较大,专业门类较多,各校专科生使用的教材很不一致,要统一命题考试,若无统一的考试大纲,对命题、考试及考生复习备考都会带来不便。因此,依照考试管理的有关要求,我们组织专家、教授,编写了《2013 年陕西省普通高等教育专升本招生考试说明》(以下简称《考试说明》)。

根据有关文件的规定,由省招生办统一命题的科目为 3 科,即“大学英语”(所有专业学生均考)、“高等数学”(理工农医类学生均考)、“大学语文”(文史、外语、艺术、体育类学生均考)。针对在校生使用教材不同的情况,《考试说明》对考试范围、考试要求、考试内容、考试形式及试卷结构做了具体的规定和说明,特别强调了要加强对考生分析问题、解决问题能力的考查,并附有样题、答案及评分参考。2013 年的专升本考试将采用分卷形式。命题将根据选拔性考试的要求,严格按照《考试说明》执行。

由于编写时间仓促,《考试说明》还会有不尽如人意的地方,错误和疏漏也在所难免,敬请专家及读者不吝赐教,以便修改完善,使其更好地为考生服务,把我省的普通高等教育专升本招生考试工作做得更好。

编 者

2013 年 1 月

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2013 年陕西省普通高等教育专升本招生考试

大学英语科说明

I. 考试范围

在校专升本大学英语考试是根据教育部对高职高专层次的教学要求,以及我省各高校高职高专大学生使用的大学英语教材覆盖的主要内容为依据命题。重点考察语言应用能力。

II. 考试内容与要求

一、词汇和语法结构

1. 领会式掌握词汇 4200 单词(其中复用式掌握的单词为 2500 个),以及 500 个常用短语和词组,并具有按照构词法(如派生、转化、合成等)识别生词的能力。要求考生在一定的语境条件下,能辨析近义词、词的搭配及词性的转换等。
2. 掌握各种主从复合句、时态、倒装、虚拟语气等语法形式。

二、阅读理解

1. 要求考生在规定的时间内阅读完 4 篇文章,总词数在 1000 个到 1100 个左右,速度在 70WPM 以上,理解准确率在 70%以上。
2. 要求考生能掌握所读文章主题或大意,了解支持主题和大意的事实和细节;能根据上下文判断和猜测给定生词的意思;能根据句与句之间的逻辑关系判断作者隐含的意思或做出推论。
3. 选择的阅读文章题材和体裁广泛多样。题材包括新闻报道、科普常识、人物传记、社会、文化、教育等内容,生词量不超过 3%。体裁包括叙述文、说明文、议论文等。

三、完形填空

完形填空部分主要测试考生综合运用语言的能力,要求考生在全面理解文章内容的基础上,对每一个填空选择一个最佳答案,填空的词项包括虚词和实词。

四、翻译

翻译部分主要测试学生基本的双语互译能力和书面表达能力。要求非英语专业的学生能翻译阅读理解文章中指定的句子,理解正确,译文达意通顺,译速每小时 300 英语词。要求英语专业的学生能将内容熟悉的汉语译成英语,理解正确,译文达意通顺。

五、写作

短文写作主要测试学生运用英语书面表达思想的能力。要求非英语专业考生在 30 分钟内写出一篇 120~150 词的短文或书信。英语专业考生在 30 分钟内写出一篇 150~180 词的短文或书信。语言表达要连贯,内容切题,无重大语言错误。

Ⅲ. 考试形式及试卷结构

- 1. 考试采用闭卷笔答。试卷满分为 150 分。考试时间为 150 分钟。
 - 2. 试卷采用分卷形式。分卷包括试题和答题纸两部分,考生必须将答案写在答题纸上,写在试题上的答案无效。
- 大学英语试题共有五大部分:

一、词汇和语法结构

该部分共 40 个小题,满分为 40 分,词汇和语法各约占 50%。要求考生从每小题所给 4 个选项中选出一个最佳答案。

二、阅读理解

该部分包括 4 篇短文。每篇文章后有 5 个小题,共 20 个小题,满分为 50 分。

三、完形填空

该部分为两篇 200~300 词的短文,分别为非英语专业学生和英语专业学生所准备,其中有 20 个空,共 20 个小题,满分为 20 分。

四、翻译

- 1. 将英语句子译成汉语(非英语专业学生做)。该部分 5 个英语句子选自阅读理解的 4 篇文章,考生在翻译时可参阅上下文,满分为 20 分。
- 2. 将一篇汉语短文译成英语(英语专业学生做),满分为 20 分。

五、作文

规定作文题目,提示可以是英文或中文。

要求非英语专业学生写出一篇 120~150 词的作文;英语专业学生写出一篇 150~180 词的作文。

试卷题号、内容、题量、分值

题 号	内 容	题 量	分 值
I	词汇和语法结构	40	40
II	阅读理解	20	50
III	完形填空	20	20
IV	翻译	5/1 *	20
V	作文	1	20
合计			150

* 非英语专业学生为选自阅读理解部分的 5 个句子,英语专业学生为一篇汉语短文。

IV. 题型示例

I. Vocabulary and Structure

Direction: In this part, there are 40 incomplete sentences. For each sentence there are four choices marked A, B, C and D. Choose the ONE that best completes the sentence. Then write the corresponding letter on the Answer Sheet.

1. I had to brake suddenly when the other driver didn't signal to show his _____ to turn left. [中]
A. plan B. intention C. caution D. promise
2. We are not sure that he will be able to _____ the shock of going bankrupt. [中]
A. get over B. rely on C. put through D. take up
3. Should that company wish to attract workers, it ought to _____ the pay. [易]
A. lower B. raise C. spread D. rise
4. Not again! This is the third time that I _____ my keys since I _____ home this morning. [易]
A. am losing/was leaving B. had lost/left
C. lose/had left D. have lost/left
5. _____ he works hard, I don't mind when he finishes the experiment. [难]
A. As soon as B. As well as
C. So long as D. Even though
6. What you say now is not _____ with what you said last week. [难]
A. consistent B. persistent C. permanent D. insistent

II. Reading Comprehension

Directions: In this part there are four passages. Each passage is followed by five questions or unfinished statements. For each of them, there are four choices marked A, B, C and D. You should decide on the best choice and write the corresponding letter on the Answer Sheet.

Questions 7 to 11 are based on the following passage:

Alice Walker makes her living by writing, and her poems, short stories, and novels have won many awards and fellowships for her. She was born in Eatonton, Georgia. She went to public schools there, and then to Spelman College in Atlanta before coming to New York to attend Sarah Lawrence College, from which she graduated in 1966. For a time she lived in Jackson, Mississippi with her lawyer husband and small daughter. About Langston Hughes, American poet, in her first book for children, she says, "After my first meeting with Langston Hughes I vowed I would

write a book about him for children someday. Why? Because I, at twenty-two, knew next to nothing of his work, and he didn't scold me; he just gave me a pile of his books. And he was kind to me; I will always be grateful that in his absolute warmth and generosity he fulfilled my deepest dream of what a poet should be. ”

“To me he is not dead at all. (42) Hardly a day goes by that I don't think of him or speak of him. Once, just before he died, when he was sick with the flu, I took him a sack full of oranges. The joy I felt in giving that simple gift is never decreased by time. He said he liked oranges, too. ”

7. What is the main topic of the passage? [易]
- A. Alice Walker's reflections on Langston Hughes.
 - B. The influence of Alice Walker on the writing of Langston Hughes.
 - C. Langston Hughes' book about Alice Walker.
 - D. A comparison of the childhood of Alice Walker and that of Langston Hughes.
8. In the passage, Alice Walker is described as _____. [易]
- A. a research fellow at Spelman College
 - B. a professor at Sarah Lawrence College
 - C. a prize-winning writer of prose and poetry
 - D. an author of plays for children
9. It can be inferred from the passage that Alice Walker was twenty-two years old when _____. [易]
- A. she moved to Jackson, Mississippi
 - B. she moved to New York
 - C. she first met Langston Hughes
 - D. Langston Hughes died
10. It can be inferred from lines 6~7 that Alice Walker's first impressions of Langston Hughes were derived mostly from _____. [易]
- A. talking with his friends
 - B. reading his autobiography
 - C. studying his poetry
 - D. meeting him
11. The word “dream” in line 10 is closest in meaning to _____. [易]
- A. nightmare
 - B. expectation
 - C. sleep
 - D. misconception

Questions 12 to 16 are based on the following passage:

Futurists love computers. (43) After all, 40 years ago electronic digital computers didn't exist; today microchips (微型集成电路片) as tiny as a baby's fingernail are making all sorts of tasks faster and easier. Surely the future holds still more miracles.

Some of the computer experiments now going on inspire exciting imagination of the future. For example, scientists are working on devices that can electronically perform some sight and hearing functions, which could make life easier for the blind and deaf.

They are also working on artificial arms and legs that respond to the electric impulses (脉冲) produced by the human brain. Scientists hope that some day a person who's lost an arm could still have near-normal brain control over an artificial arm.

Video games, computerized special effects in movies, and real-life training machines now being used by the U. S. Army are causing some people to predict new educational uses for computers. Computers could some day be used to imitate travel to other planets, to explore the ocean floor, or to look inside an atom.

Experiments with electronic banking and shopping inspire predictions that these activities will soon be done from home computer terminals (终端). (44) Cars, too, might be equipped with computers to help drivers find their way around or to communicate with home and office computers.

Many people, including handicapped (残废的) workers with limited ability to move around, already are working at home using computer terminals. Each terminal is connected to a system at a company's main office. Some futurists say the day may come when few people will have to leave home to go to work—they'll just turn on a terminal.

12. Which of the following would be the most appropriate title for the passage? [易]

- A. Futurists and Computers
- B. A Look at Future Uses of Computers
- C. Computer Experiments
- D. Scientists and Computers

13. It can be inferred from the passage that _____. [易]

- A. computers were very small several decades ago
- B. babies can do some tasks with the help of computers
- C. more new types of computers will be designed in the future
- D. future computers will make babies grow faster and more easily

14. Which of the following is MENTIONED in the passage? [易]

- A. Future computers can see things as human beings do.
- B. Future computers will be designed to have hearing ability.
- C. The life of the blind and deaf will be easier with the help of computers.
- D. A person who has lost feeling can still have a near-normal brain provided by scientists.

15. Computers in the future could be used to _____. [难]

- A. predict new educational achievement
- B. make tourism more successful
- C. help people have a bright look at tomorrow
- D. travel to the ocean floor to study it

16. Which of the following is supported by the author? [中]

- A. Computers will be an indispensable part of future life.

- B. People will become slaves to modern computers.
- C. Some scientists are afraid of computer crimes.
- D. Computers will play a role as important as the human brain.

Questions 17 to 21 are based on the following passage:

Catherine Smith, a second-year college student at Colorado State University, first had a problem taking tests when she began college. “I was always well prepared for my tests. Sometimes I studied for weeks before a test. Yet I would go to take the test, only to find I could not answer the questions correctly. I would blank out because of nervousness and fear. I couldn’t think of the answer. My low grades on the test did not show what I knew to the teacher.”

This student was experiencing something called test anxiety. Because a student worries and is uneasy about a test, his or her mind does not work as well as it usually does. The student cannot write or think clearly because of the extreme tension and nervousness. Although poor grades are often a result of poor study habits, sometimes test anxiety causes the low grades. (45)Recently, test anxiety has been recognized as a real problem, not just an excuse or a false explanation of lazy students.

Special university counseling courses try to help students. In these courses, counselors try to help students by teaching them how to manage test anxiety. At some universities, students take tests to measure their anxiety. (46)If the tests show their anxiety is high, the students can take short courses to help them deal with their tension. These courses teach students how to relax their minds. Students are trained to become calm in very tense situations. By controlling their nervousness, they can let their minds work at ease. Learned information then comes out without difficulty on a test.

An expert at the University of California explains. “With almost all students, relaxation and less stress are felt after taking our program. Most of them experience better control during their tests. Almost all have some improvement. With some, the improvement is very great.”

17. To “blank out” is probably _____. [中]

- A. to be like a blanket
- B. to be sure of an answer
- C. to be unable to think clearly
- D. to show knowledge to the teacher

18. Poor grades are usually the result of _____. [难]

- A. poor hygienic habits
- B. test anxiety
- C. lack of sleep
- D. laziness

19. Test anxiety has been recognized as _____. [中]

- A. an excuse for laziness
- B. the result of poor study habits
- C. a real problem
- D. something that cannot be changed

20. To deal with this problem, students are advised to _____. [易]

- A. take a short course on anxiety
- B. read about anxiety
- C. be able to manage or understand their anxiety
- D. take tests to prove they are not anxious

21. A University of California counselor said _____. [中]

- A. all students could overcome the anxiety after taking a special test anxiety program
- B. almost all students felt less stressful after taking a University of California counseling course
- C. students found it difficult to improve even though they had taken a special test anxiety course
- D. students found it easy to relax as soon as they entered a University of California counseling course

III. Cloze Test

Directions: There are 20 blanks in each of the following two passages. For each blank, there are four choices marked A, B, C and D. You should choose the ONE that best fits into the passage. Then write the corresponding letter on the Answer Sheet.

Section A (非英语专业学生做) [中]

Television

Television is the greatest communication medium ever designed and operated by man. It sends into the human brain an 22 amount of opinions and information and 23 moral and artistic standards for all of us. Every minute of a television programme teaches us something. It is never a neutral (中立的) 24. For example, how and when public issues are 25 depends in large part 26 how they are treated by the television networks in entertainment 27 news and public affairs programmes.

What the American people think about government and politics in 28, as well as a favorite candidate in 29, is largely influenced by 30.

Unfortunately commercial television seldom 31 anything of value to our lives. Many Americans express a deep hostility (敌意) 32 television because they know most TV programmes are 33 poor quality and that sometimes these programmes are even 34.

The question is: how can television be improved? There are many things the ordinary 35 can do. For example, he 36 complain to his local TV stations about offensive advertising. He can 37 citizens' groups to urge local TV stations to 38 their programmes. 39, these groups should propose regular analyses of specific TV commercials and programmes by educators, doctors, etc. to 40 the

influence of these programmes on children and adults. Television can be our most exciting medium if we just think about 41 to improve it.

- | | | | |
|----------------------|------------------------|----------------|----------------|
| 22. A. endless | B. ending | C. ended | D. end |
| 23. A. finds | B. absorbs | C. sets | D. mends |
| 24. A. consequence | B. influence | C. result | D. purpose |
| 25. A. talked | B. handled | C. watched | D. noticed |
| 26. A. over | B. in | C. above | D. on |
| 27. A. as well as | B. also | C. but | D. together |
| 28. A. all | B. short | C. general | D. name |
| 29. A. particular | B. special | C. instance | D. individual |
| 30. A. entertainment | B. news | C. programmes | D. television |
| 31. A. damages | B. contributes | C. hands | D. takes |
| 32. A. toward | B. in | C. on | D. over |
| 33. A. with | B. in | C. of | D. among |
| 34. A. serious | B. harmful | C. attractive | D. long |
| 35. A. reader | B. participant | C. listener | D. viewer |
| 36. A. can | B. does | C. should | D. ought to |
| 37. A. call | B. gather | C. organize | D. make |
| 38. A. view | B. improve | C. continue | D. exchange |
| 39. A. As a result | B. As a matter of fact | C. In contrast | D. In addition |
| 40. A. determine | B. refuse | C. involve | D. receive |
| 41. A. tracks | B. roads | C. ways | D. programmes |

Section B (英语专业学生做)

[难]

Many students find the experience of attending university lectures to be a confusing and frustrating experience. The lecturer speaks for one or two hours, perhaps 22 the talk with slides, writing up important information on the blackboard, 23 reading material and giving out 24. The new student sees the other students continuously writing on notebooks and 25 what to write. Very often the student leaves the lecture 26 notes which do not catch the main points and 27 become hard even for the 28 to understand.

Most institutions provide courses which 29 new students to develop the skills they need to be 30 listeners and note-takers. 31 these are unavailable, there are many useful study-skills guides which 32 learners to practice these skills 33. In all cases it is important to 34 the problem 35 actually starting your studies.

It is important to 36 that most students have difficulty in acquiring the language skills 37 in college study. One way of 38 these difficulties is to attend the language and study-skills classes that most institutions provide throughout the

39 year. Another basic 40 is to find a study partner 41 it is possible to identify difficulties, exchange ideas and provide support.

- | | | | |
|----------------------|-----------------|-----------------|-----------------|
| 22. A. extending | B. illustrating | C. performing | D. conducting |
| 23. A. attributing | B. contributing | C. distributing | D. explaining |
| 24. A. assignments | B. information | C. content | D. definition |
| 25. A. suspects | B. understands | C. wonders | D. convinces |
| 26. A. without | B. with | C. on | D. except |
| 27. A. what | B. those | C. as | D. which |
| 28. A. teachers | B. classmates | C. partners | D. students |
| 29. A. prevent | B. require | C. assist | D. forbid |
| 30. A. effective | B. passive | C. relative | D. expressive |
| 31. A. Because | B. Though | C. Whether | D. If |
| 32. A. enable | B. stimulate | C. advocate | D. prevent |
| 33. A. independently | B. repeatedly | C. logically | D. generally |
| 34. A. evaluate | B. acquaint | C. tackle | D. formulate |
| 35. A. before | B. after | C. while | D. for |
| 36. A. predict | B. acknowledge | C. argue | D. ignore |
| 37. A. to require | B. required | C. requiring | D. are required |
| 38. A. preventing | B. withstanding | C. sustaining | D. overcoming |
| 39. A. average | B. ordinary | C. normal | D. academic |
| 40. A. statement | B. strategy | C. situation | D. suggestion |
| 41. A. in that | B. for which | C. with whom | D. such as |

IV. Translation

Section A (非英语专业学生做)

Directions: In this section, there are five items. You are required to translate them into Chinese. Each item consists of one or two sentences. These sentences are all taken from the reading passages you have just read in the Reading Comprehension part. You may refer back to the passages so as to identify their meanings in the context.

42. (Para 2, Passage 1)

Hardly a day goes by that I don't think of him or speak of him. [中]

43. (Para 1, Passage 2)

After all, 40 years ago electronic digital computers didn't exist; today microchips (微型集成电路片) as tiny as a baby's fingernail are making all sorts of tasks faster and easier. [中]

44. (Para 4, Passage 2)

Cars, too, might be equipped with computers to help drivers find their way around or to communicate with home and office computers. [中]

45. (Para 2, Passage 3)

Recently, test anxiety has been recognized as a real problem, not just an excuse or a false explanation of lazy students. [中]

46. (Para 3, Passage 3)

If the tests show their anxiety is high, the students can take short courses to help them deal with their tension. [中]

Section B (英语专业学生做)

Directions: In this section, there is a short passage in Chinese. Read it carefully and translate it into English. [中]

领 导

什么是领导能力？领导者应该具备什么品质？对此，我们很难准确地定义，但识别这些品质并不难。

领导者不强制别人和自己协调一致，而是带领大家前进。领导者对他人要求很多，但同时他们自己也付出很多。他们志向远大——不仅为了自己，也是为了和他们一同工作的人们。

成功的领导者总是着眼于未来而不是眷恋过去。他们期望担负责任、开拓创新。他们不满足于看守家业，他们要前进、要创新。

优秀的领导者懂得：要得到别人的尊重就必须尊重别人。一个尊重本组织的各级人员，尊重他们的工作、能力、愿望与要求的领导者，也会得到大家的尊重。

V. Writing

Directions: For this part, you are required to write a composition of 120 to 150 words (non-English majors) or 150 to 180 words (English majors). You should base your composition on the title and outline given below. [中]

Internet and Our Life

1. 网络给我们的生活带来了便捷和好处。
2. 同时，网络带来一些负面影响。
3. 我们应当怎么面对网络生活。

题型示例答案

I. Vocabulary and Structure

词汇和结构(考识记能力)

1. B 2. A 3. B 4. D 5. C 6. A

II. Reading Comprehension

阅读理解(考理解能力)

7. A 8. C 9. C 10. D 11. B 12. B 13. C 14. C
15. D 16. A 17. C 18. B 19. C 20. A 21. B

III. Cloze Test

完形填空(考综合能力)

Section A (非英语专业学生做)

- 22-26 A C B B D 27-31 A C A D B
32-36 A C B D A 37-41 C B D A C

Section B (英语专业学生做)

- 22-26 B C A C B 27-31 D D C A D
32-36 A A C A B 37-41 B D D B C

IV. Translation

翻译(考应用能力)

42. 我几乎没有一天不怀念他,不提他。(我差不多天天都怀念他,提起他)
43. 毕竟四十年以前没有电子数码计算机,而如今像婴儿手指甲一样小的微型集成电路片使得各种各样的任务完成起来更快更容易。
44. 小车里也可以安装上电脑,帮助司机找到去某个地方的路,或与家用电脑和办公用电脑取得联系。
45. 最近人们已经认识到考试紧张确实是个问题,而不仅仅是懒惰学生的借口或托词。
46. 如果这种测试表明学生有严重的紧张症状,学生可以参加短期培训课程,以帮助他们减轻压力。

Leadership

What is leadership? What qualities should leaders possess? It is difficult to define them accurately, but they are not so difficult to be identified / recognized.

Leaders don't force other people to go along with them. They bring them along. Leaders demand much of others, but they also give much of themselves. They are ambitious—not only for themselves, but also for those who work with them.

Successful leaders are always oriented to the future instead of sticking to the past. They have a hunger / are eager to take responsibility, to initiate, and to innovate. They